

A Public-Private Partnership: An Idea for Wisconsin

An Early Childhood System Priority of the Governor's
Early Childhood Advisory Council

Charge to the Public-Private Partnership (PPP) Work Group:

Explore and develop infrastructure models that align and leverage state, regional and local resources, and engage business, private and philanthropic sectors as partners to improve early childhood outcomes.

Public Private Partnership Work Group

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Executive Summary

The Governor's Early Childhood Advisory Council (ECAC) in its December 2010 report to the Governor approved three overarching system recommendations and three programmatic area priorities for which specific desired outcomes would be identified. Work Groups are to act on the charge defined for each of the system and program areas.

For one of the key system-level recommendations, a Public-Private Partnership (PPP) Work Group was identified under the auspices of the ECAC Steering committee to "Explore and develop a model that aligned public and private funds so resources from both sectors could be used to improve early childhood outcomes".

The PPP Work Group consists of senior business leaders, policy advocates for children and funders that seek to improve the opportunities for success for our youngest citizens.

After over three months of intensive study, the PPP Work Group makes this strong overall recommendation:

That Wisconsin establish a Public-Private Partnership Board that will leverage resources and engage communities to improve early childhood development.

More specifically:

1. The PPP Board should be strongly tied to the ECAC
2. The Board should launch by connecting with an existing 501(c)(3) organization that embraces the mission of the ECAC, and later transition to a more permanent structure
3. The Board should eventually have 15 public and private sector members
4. The Board's ongoing funding includes obtaining public and private sector funds, setting measurable outcomes and benchmarks for grants and evaluating effectiveness
5. Upon a later recommendation by the Work Group, the Board would adopt a plan that defines "local community structures" as the grant recipients

The PPP work Group envisions that the Public-Private Partnership Board will be seeded with a public grant of at least \$300,000, \$50,000 to be used for initial administrative support and \$250,000 to attract private sector matching funds.

The Importance of Public and Private Investments in High Quality Early Childhood Systems

Opinion leaders across the country believe that high-quality early education and care is essential to the future economic viability of this country. There is a growing understanding that clear roles exist for public, private and philanthropic partnerships to create a sustainable early care and education system.

Top Economists See Excellent Return on Investment

Investments in high-quality early education programs have the highest rate of return of any social investment.

- *James Heckman, University of Chicago economist and Nobel Laureate*

“Dollars invested in early childhood development yield extraordinary public returns.”

- *Art Rolnick and Rob Grunewald, Federal Reserve Bank of Minneapolis*

“The best and most effective way to increase the quality of our workforce and lessen the tax burden is to invest in quality early childhood development. The sooner and the earlier, the better.

- *Dennis Winters, Chief State Economist, Department of Workforce Development*

Committee for Economic Development Supports Early Investment

“America is wasting its education dollars on remediation of past failures. Getting it right from the start would leverage all other educational investments.”

- *Committee for Economic Development, The Economic Promise of Investing in High-Quality Preschool*

Integrate Funding Sources to Support System Development:

“States can identify federal, state, and private funds they may use to support the core components of a comprehensive, high-quality early childhood system. Innovative funding strategies have always been important to building state early childhood care and education systems. The categorical funding of early childhood programs at both the federal and state levels has long challenged the work of comprehensive system building. Although only 8 percent to 12 percent of federal funding supports state K-12 education systems, early childhood care and education programs rely largely on a diverse base of federal funding. Federal investments support numerous programs that touch young children, and the American Recovery and Reinvestment Act (ARRA) brought one-time funding increases to many of these early childhood programs. Yet states continue to face the necessity of integrating funds across programs to support comprehensive system-building efforts....

State early childhood system-building efforts are benefitting from the infusion of federal dollars through ARRA, but these one-time dollars do not represent a sustainable or dedicated funding stream. Sustainability will remain a priority and a challenge for states and governors in planning strategically to continue or initiate this work. ECACs can play a pivotal role in coordinating and leveraging federal and state resources targeted to early childhood programs.”

- *BUILDING READY STATES: A Governor’s Guide to Supporting a Comprehensive High-Quality Early Childhood System; October 2010*

National Governor’s Association Promotes Public-Private Partnerships:

“Public, private and philanthropic sectors have increasingly launched efforts to support early childhood programs and services...The private sector has a vested interest in supporting the development and improving the quality of early care and education programs.”

- *NGA Center for Best Practices, Partnering with the Private and Philanthropic Sectors: A Governor’s Guide to Investing in Early Childhood*

Wisconsin’s Early Childhood Advisory Council Provides Leadership

The Governor’s Early Childhood Advisory Council (ECAC) (Appendix A) described the rationale for establishing a system to improve early childhood outcomes in its December 2010 to the Governor’s Office, summarized below. *For more detail, review the full document at: <http://dcf.wi.gov/ecac/pdf/report.pdf>.*

Context: Key Developments over the Last Three Decades

New knowledge and societal changes influence the needs for an overarching plan for early development and learning. We now know that the first five years of development establish an important foundation for success in school and beyond, with significant effects on our economic strength in the long run.

- Brain development research: A wide range of studies have enhanced our understanding of the importance of the first five years.
- Changes in families: Children are affected by the transformation of social and economic circumstances affecting families with young children, including the workforce participation of parents, high levels of economic hardship, and increasing cultural diversity and racial and ethnic disparities in health and developmental outcomes.
- Increased concern about school achievement gaps: Children entering school without the tools to succeed start behind and stay behind. Children need nurturing

settings to foster healthy social and emotional development, good health and nutrition, and early learning.

- Early investment pays off: Multiple studies show that dollars invested in well-designed programs to promote positive early development and learning pay off, with short- and long-term economic benefits.

Gap Analysis of Wisconsin's Early Childhood Program Sectors:

ECAC contracted with the University of Wisconsin for an assessment of Wisconsin's early childhood programs. Below is a summary of the findings. *For more information, go to <http://dcf.wi.gov/ecac/pdf/report.pdf>.*

- Stable, Nurturing and Economically Secure Families:
 - A. Parenting education is diverse, fragmented, and with limited information on the range and quality of services provided.
 - B. Home visiting programs target primarily at-risk families, but serve only a fraction of that population.
 - C. Economic support benefits are often underused by eligible families.
- Safe and Healthy Children:
 - A. Health disparities across multiple health outcomes are evident for children of color.
 - B. Mental health: More than half of children in need of mental health services do not receive treatment.
- Quality Early Learning:
 - A. Data on quality of children's educational experiences and the quality of the care and education they receive were found to be incomplete.
 - B. Education levels for child care workers were found to be relatively low, reflecting their low wages.
- ECAC Recommendations:

The ECAC recommendations, based largely on the gap analysis, describe the goal of a system, desirable outcomes, and opportunities for action, including rationale (Appendix B).

ECAC Charge to the Public-Private Partnership Work Group:

In July 2011, the ECAC established a Public-Private Partnership Work Group to explore and develop infrastructure models that align and leverage state, regional and local resources, and engage business, private and philanthropic sectors as partners to improve early childhood outcomes.

Overall Recommendation from the Work Group

Wisconsin should establish a Public-Private Partnership Board to leverage resources and engage communities to improve early childhood development.

What Role Could a Wisconsin Public-Private Partnership Play?

A strong Public-Private Partnership can provide the financing mechanism necessary to implement the priority recommendations (or goals) of the Governor's Early Childhood Advisory Council. Public funding alone is not sufficient to assure solid early learning experiences and healthy development across the state. Leveraging both public and private resources can make a dramatic difference, as many states have demonstrated.

Specifically, a Public-Private Partnership could:

- Generate Interest of Partners Outside Government:

In recent years, there has been an increased interest on the part of the private sector, and particularly the business and philanthropy community, in issues associated with early childhood development. Wisconsin needs to form strong partnership with the private sector and communities to maximize resources, bring attention to early development, and mobilize local communities to act.

- Support Efforts to Improve Outcomes:

- A. **Raise Visibility of Early Childhood:** A public private partnership would signal the importance of early childhood services and the need for high-level attention.
- B. **Work in Conjunction With But Not Manage or Replace Core Services:** The Public Private Partnership Board would not replace core early childhood services administered by state and local governments, nor would it assume responsibility for them.

- Add Value by:

- A. Leveraging private resources.
- B. Investing in evidence-based strategies with measurable outcomes.
- C. Providing flexible, cross-sector funding, not restricted by the constraints and restrictions of existing federal and state funding streams.
- D. Engaging communities to promote early learning and development.
- E. Contributing to a broad view across funding silos and departments on how services can be improved and duplication reduced.

Relationship of the Public-Private Partnership Board to the ECAC

The ECAC will be the oversight body for implementing the approved components of Wisconsin's Comprehensive Early Childhood System. The ECAC is a broad-based Council with 36 members, including leaders from key state departments, higher education, business, philanthropy, and early childhood associations and organizations (Appendix B). Previously, the ECAC accepted a set of system-level recommendations and specific childhood program areas all with prescribed outcomes.

For each of the system level recommendations and the program areas, a work group has or will be constructed that is charged with reviewing opportunities for action and establishing a set of performance standards for each of the system recommendations and the program areas.

Based on the recommendations of the Public-Private Partnership Work Group and pending final approval by the ECAC, the Public-Private Partnership Board would report directly to the ECAC.

Options and Recommendations: An Idea for Wisconsin

Many states have created public-private structures in order to have a mechanism for integrating funding from public and private sources. In each case, a state was trying to identify a sustainable funding stream.

A review of best practices resulted in a study of Public-Private Partnerships in 10 states (Appendix C). Our review of other states and their alternative approaches to public private partnerships helped us to:

1. Identify the key components of an effective system.
2. Explore options.
3. Form recommendations that we thought would be a best fit for Wisconsin.

The workgroup was impressed by the resources leveraged and the progress achieved by many of the Public-Private Partnerships in the states we studied. We analyzed 5 key components of those systems and developed options and recommendations on each of the components.

Component 1: Type of Partnerships

OPTIONS:

- A. **Strong Affiliation** with an Early Childhood Advisory Council or similar mechanism. The Council sets priorities and the public-private board attracts

public and/or private funding and distributes the funding to address the priorities.

- B. Under a more **Independent Approach**, the public private board would consider the recommendations of the Advisory Council, but would operate independently. This approach apparently enhances private funding contributions if the board had clear independence from government.

RECOMMENDATION: *Wisconsin's Public-Private Partnership should have a strong affiliation with the Early Childhood Advisory Council (ECAC), building on the strong vision and strategic planning for an early childhood system. The ECAC would determine funding priorities and objectives for the partnership.*

Component 2: Type of Organization to Operate the Partnership

OPTIONS:

Nearly all states we reviewed had operations lead by a non-profit 501(c)(3) organization.

- A. Many states created a new 501(c)(3) entity by legislation or Executive Order to ensure clarity of mission and a focused commitment.
- B. Some states worked through an existing 501(c)(3) organization that had a statewide presence and had a mission that paralleled the mission of the states' Early Childhood Advisory Council.

RECOMMENDATION: *Begin with an existing organization that has a similar mission from that of the ECAC, in order to move ahead in a reasonable time frame. This could provide the "starter kit" and platform from which a public private partnership board is established. Criteria for the organization would include an appropriate mission and infrastructure, and demonstrated capability of handling a statewide grants program with an established record of ensuring accountability and program integrity. One option is to consider the Celebrate Children Foundation, an independent 501(c)(3) organization with a mission dedicated to building resources to enhance early childhood development, with established legislative authority to provide services. **The organization would have to be non-partisan.***

Component 3: Public-Private Partnership Board Composition

OPTIONS:

- A. Size: Other state Boards range in size from 9 to 25.
- B. Most state boards are a mix of the state government officials, business and civic leaders/philanthropists, legislators, and early childhood experts.
- C. Some state boards are made up only of the private funding partners. A specific example of this type of board is Minnesota's Early Learning Foundation (Appendix D).

D. Boards vary in the proportion of public and private members.

RECOMMENDATION: *The work group envisioned what a Public-Private Partnership Board would eventually look like and also discussed a start-up approach. We recommend that Wisconsin have 15 Board members to have broad enough representation from several sectors, but be small enough for efficient decision-making. The Board should have representation from all regions of the state—for instance the 6 YoungStar regions (Appendix E).*

We recommend the following:

- *Four would be C-level (CEO, CFO, COO, etc.) officials of major corporations in the state (based on nominations of business groups, such as the Partnership for Wisconsin's Economic Success (PWES), Wisconsin Manufacturers and Commerce, Metro Milwaukee Association of Commerce, etc.).*
- *Three from large private foundations and/or philanthropists.*
- *Two from the Legislature, a majority member from one chamber and a minority member from the other chamber*
- *Three – one each from the Department of Children and Families, Department of Public Instruction, and the Department of Health Services.*
- *Two from statewide early childhood organizations.*
- *One from higher education.*

The Board would be created by Executive Order or by legislation. Legislation could define the Board as an integral part of a comprehensive early care and education system and not vulnerable to administrative changes. The Board members would elect their own officers.

Component 4: Functions and Finances of the Board

OPTIONS:

- A. In most cases, a state's advisory council established statewide priorities and benchmarks for achievement, reflecting the recommendations of the work groups.**
- B. Most states obtained funding from the public sector and contributions from foundations, businesses, and service organizations. In most states, public funding leveraged private funding. Nebraska created an endowment.

- C. Most states distributed grants at local levels to improve the quality of early childhood services, based on statewide priority areas, after developing desired outcomes and benchmarks. The funding should utilize an equalization formula so that out-state areas with less local private or public funding can get proportionately more assistance.
- D. Funds distributed from the “statewide fund” usually required a “local match” of some specified percentage. There was usually no that the state would contribute 50% of the funding. In Virginia, private investments are four times the public investment.
- E. Most states regularly evaluated the effectiveness of the grants and whether measurable objectives were achieved.

RECOMMENDATION: *The work group recommends that all of these elements be part of the functions of the Board. We recommend that the ECAC work to secure initial public funding for the Board for administration, as well as public funding that the Board can use to incent private matching funds. We estimate that a total of at least \$300,000 would be necessary to begin the work of the Board, with at least \$50,000 for administrative purposes, and the remainder to incent private matching funds.*

Component 5: Local Communities Role

OPTIONS:

- A. In some state models, formal local structures were created or existing organizations were used, usually covering a region or county.
- B. In other states, local entities grew organically, usually based on local/regional collaborations that were already in place.
- C. In some states, grants went to local or regional entities, which then awarded grants in their geographic area.
- D. In some states, local communities decided on greatest needs and priorities, but the state Board awarded the grants and administered the grant programs.
- E. In most states, the bulk of private money was raised at local levels.

RECOMMENDATION: *The work group suggests further study of the best approach to local structures, with consideration that the staying power of a local/regional organization may be important for accountability and effective oversight, and for engaging private funders.*

Following are some possible considerations for creating a “local connection” for possible funding support from the PPP Board:

- A. Utilize existing local organizations such as United Way, Community Health Centers, Community Foundations, Regional Economic Development organizations, or the Child Care Resource and Referral agencies in the six-region structure of YoungStar.*
- B. Encourage “local councils” to form that would have an administrative structure with elected leadership (maybe a business person). These local/regional organizations would be formed based on natural local affiliations. This model has been implemented by Virginia.*
- C. Have each Wisconsin county be a “local region”. This structure was initially implemented in North Carolina but later morphed to a more organic approach.*
- D. Begin by recognizing a request from a nearly any type of local collaboration. Provide support on a case by case basis.*

Summary of Recommendations

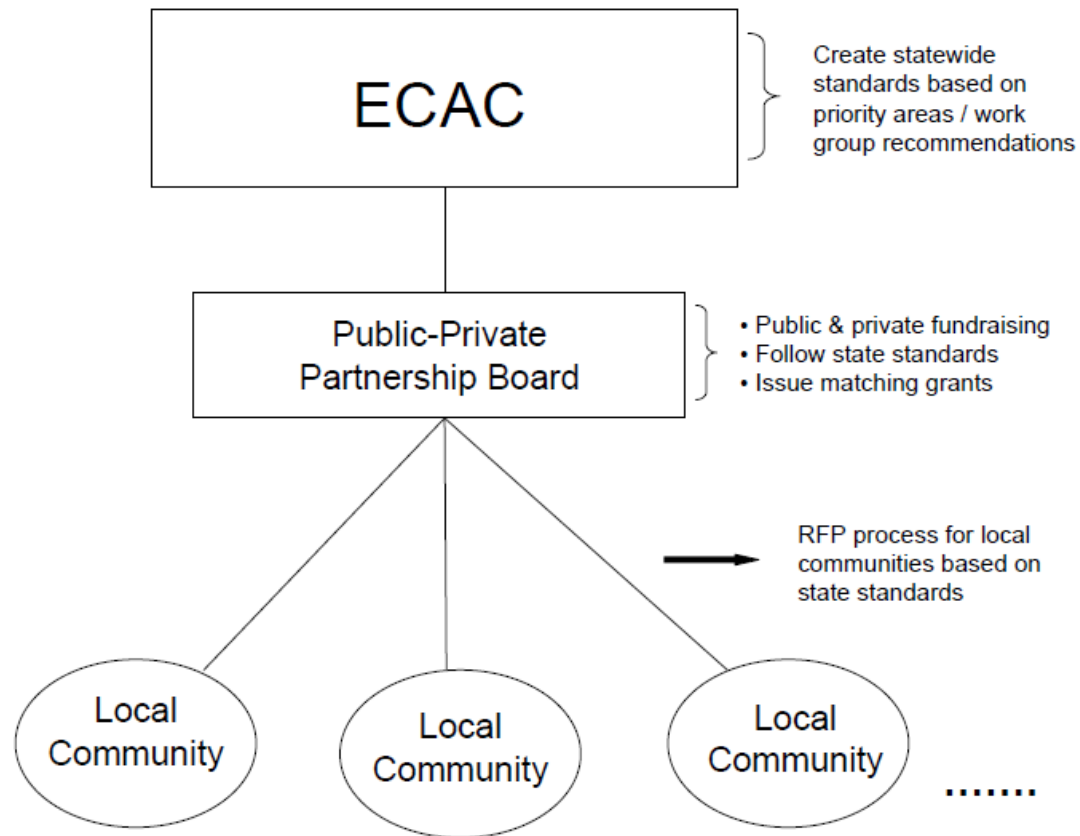
The Early Childhood Advisory Council (ECAC) should set up a public-private financing mechanism that will result in the creative and sustainable implementation of the ECAC priority recommendations.

Specifically, the workgroup recommends the following core components, with the accompanying chart providing a visual illustration:

1. The Board should have a strong affiliation with the Early Childhood Advisory Council (ECAC).
2. The Board should begin with an existing non-profit 501(c)(3) organization with a mission in line with the ECAC mission, and transition to a more permanent structure.
3. The Board membership should eventually be made up of 17 members from public and private sectors.
4. The Board would have ongoing functions including obtaining public and private sector funding, setting measurable outcomes and benchmarks for grants, and evaluating effectiveness.
5. While the work group developed several options for local community structures for the partnership, more study is needed.

The Work Group envisions seeding the Wisconsin Public-Private Partnership with a public grant of at least \$300,000. These one-time funds would provide \$50,000 in initial administrative support and \$250,000 to attract private sector matching funds.

PUBLIC-PRIVATE PARTNERSHIP: AN IDEA FOR WISCONSIN



LEGEND:

ECAC = Governor's Early Childhood Advisory Council (35+ Members)

Public-Private Partnership Board = Selected Public and Private Sector Officials (15 Members)

Local Community = Local or regional entities / Grantees

APPENDIX A:

The Governor's Early Childhood Advisory Council

As directed by Executive Order #269, the Governor's State Advisory Council on Early Childhood Education and Care was established in December 2008. The purpose of the Council was to build a comprehensive, sustainable early childhood system for Wisconsin. The Council is comprised of key leaders in early learning and care, health, child welfare, and mental health, as well as state agencies, advocacy organizations, philanthropy, business, higher education and others who serve young children and families. The Council is co-chaired by the Secretary of the Department of Children and Families and State Superintendent of the Department of Public Instruction. The goal of the Council's work is to see that every child will be healthy, nurtured, safe, and successful.

APPENDIX B:

ECAC RECOMMENDATIONS:

Overall Goal: Every child will be healthy, nurtured, safe and successful.

Overarching System Level Recommendations:

- Create a comprehensive longitudinal data system to be used in planning and decision-making to ensure that outcomes are measured and evaluated.
- Create a comprehensive statewide screening and assessment system to identify children’s individual developmental needs and to facilitate referrals to appropriate services.
- Explore and develop infrastructure models to align and leverage state, regional, and local resources, and engage the business, private and philanthropic sectors as partners to improve early childhood outcomes

Program Area Recommendations:

1. Stable, Nurturing, & Economically Secure Families	2. Safe and Healthy Children	3. Quality Early Learning
Outcomes: Families and communities foster stable and nurturing environments.	Outcomes: All young children are physically, socially, and emotionally healthy.	Outcomes: All young children experience nurturing early learning opportunities.
<p><i>Opportunities for Action:</i></p> <ul style="list-style-type: none"> a) Increase evidence-based home visiting for children and families considered to be at-risk. b) Expand high quality parenting programs linked to early care and education settings. e) Increase the economic security and stability of vulnerable families through improved access to the economic support benefits for which they are eligible. d) Increase the capacity of parents to support their families through participation in education and job 	<p><i>Opportunities for Action:</i></p> <ul style="list-style-type: none"> a) Develop and implement effective approaches to address health disparities due to income, race, or ethnicity. b) Create and implement incentives to increase access to oral health services. c) Develop a community response system to support children and their families where there is risk of neglect. d) Expand access to mental health specialists for children and families with significant mental 	<p><i>Opportunities for Action:</i></p> <ul style="list-style-type: none"> a) Build on and align existing professional development structures to create a system to train teachers and other providers to facilitate children’s competencies in all areas of development (including colleges and universities, YoungStar, T.E.A.C.H. Early Childhood, etc.). b) Build an effective early learning system to address particularly children birth to age three and their families including a network of infant toddler specialists. c) Work through YoungStar to reward high-quality

1. Stable, Nurturing, & Economically Secure Families	2. Safe and Healthy Children	3. Quality Early Learning
<p>training programs, such as the Skills Enhancement Program.</p> <p>e) Build on community efforts to support families (through targeted efforts like Promise Neighborhoods, Harlem Children’s Zone, or fatherhood initiatives.</p>	<p>health challenges.</p> <p>e) Increase the understanding of how to support social and emotional well-being for parents, caregivers, and professionals who work with young children and their families.</p>	<p>programs and improve the quality of care and education.</p> <p>d) Continue to support early learning through state Early Head Start, Head Start, 4 year-old kindergarten community approaches.</p> <p>e) Strengthen community partnerships in the delivery of early learning services.</p>
<p>Rationale:</p> <ol style="list-style-type: none"> 1. Addresses gaps identified by UW assessment report: home visiting services and take-up of economic support benefits. 2. Builds on recommendation from 2009 Governor's Building Bridges to Family Economic Success Summit. 3. Builds on recent new federal resources for home visiting and efforts to strengthen parenting programs and parent education strategies. 4. Research supports positive impacts evidence-based home visiting and parent engagement. 	<p>Rationale:</p> <ol style="list-style-type: none"> 1. Addresses gaps identified by UW assessment report: income and race health disparities and poor oral health. 2. Builds on recent efforts to address oral health care. 3. Addresses Healthiest Wisconsin goals. 4. Community response approach to address neglect builds on promising nationwide strategies & state progress. 5. Research supports the importance of prevention and early intervention. 6. A proportion of young children exhibit high levels of behavior that may indicate serious emotional issues. 7. Builds on recent initiatives like the Infant Early Childhood and Family Mental Health Certificate. 	<p>Rationale:</p> <ol style="list-style-type: none"> 1. Addresses gaps identified by UW assessment report: quality of early care and education. 2. Research supports positive outcomes from high-quality early childhood education and care. 3. Builds on YoungStar legislation and recent expansion of 4K, Head Start/Early Head Start, and inclusive practices for children with disabilities. 4. Draws from multiple state models. 5. Builds on rapid expansion of early care and education services. 6. Also recommended at 2009 Governor’s Building Bridges to Family Economic Success Summit. 7. Builds on existing initiatives for cross-sector professional development around early learning standards and other topics.

APPENDIX C

Matrix of State Public-Private Partnerships/ Investment Boards

State	Background	Focus	Governance & Authorizing Vehicle	Funding	Activities	Evaluation
ALASKA Best Beginnings: Alaska's Early Childhood Investment Partnership www.bestbeginningsalaska.org	The Best Beginnings: Alaska's Early Childhood Investment was created in 2006 based on the recommendations of Ready to Read, Ready to Learn Task Force, an organization that was formed to reduce the number of children who enter school unprepared to learn. Best Beginning seeks to promote the development of a statewide system of voluntary and affordable early childhood education.	Goals include: <ul style="list-style-type: none"> - Improving access to early literacy and learning opportunities - Improving coordination of services - Increasing parental and familial engagement 	Implementation of suggestions by Ready to Read, Ready to Learn is overseen by executive board, the Early Learning Council, among others. Best Beginnings is managed by state's Early Learning Council and United Way of Anchorage (serves as fiscal agent). Best Beginnings does not have a nonprofit designation.	Major contributions from foundations and corporations.	Supports parents as a child's first teacher Advocates for high quality, affordable, and accessible child care and early learning programs for all families who want them Works to make early learning a priority for Alaskans	Work underway on evaluation plan.

State	Background	Focus	Governance & Authorizing Vehicle	Funding	Activities	Evaluation
ARIZONA First Things First www.azftf.gov	In 2006, Proposition 203 was passed. This citizen driven initiative sought to fund quality early childhood development and health programs. The funding for this project was obtained by a tax on all tobacco products. The tobacco tax is expected to raise between \$150 to \$188 million annually. The revenue was solely used by First Things First for early childhood development programs and health services.	<ol style="list-style-type: none"> 1. Fund quality health and early childhood educational programs 2. Provide resources for health, vision and dental screenings, as well as, screenings to detect early learning problems 3. Require annual audits to ensure money is spent as promised and that at least 90% of funding is spent directly on programs for young children 	Initiative established a new state level board: Arizona Early Childhood Development & Health Board (AECDEHB). All nine members were appointed by the Governor and confirmed by the state Senate to serve six-year, staggered terms. The Arizona Department of Education, Department of Economic Security, and the Department of Health Services will have ex-officio, non-voting representatives on the board. Board resp. for administering a grant program that would distribute resources to different regional councils (31 total) throughout the state. The councils represent a voluntary governance body that is responsible for planning and improving early childhood development and health outcomes for children birth to five.	The AECDEHB is responsible for dispersing grant funding to statewide programs and to regional councils. Approximately \$150-\$188 million is expected annually from a dedicated tax on tobacco. From this, 10% is allocated to an administration account and 90% allocated to the program account. Of the program account, up to 10% is used for statewide grants or programs that are designated by the Board, 9% used to fund statewide grants, and 81% will be used for regional partnership councils to fund local programs. Grant funding is a competitive process and is not guaranteed. Award based on statewide need assessment.	Current Statewide initiatives: <ul style="list-style-type: none"> - Quality Improvement and Rating System (QIRS) - Child Care Health Consultation - Teacher Education and Compensation Helps (T.E.A.C.H.) - Statewide Distribution of Parent Kit - Public Awareness Local level projects vary by region.	QIRS system is currently a statewide initiative.
MICHIGAN Early Childhood Investment Corporation www.ecic4kids.org	Early Childhood Investment Corporation (ECIC) was created by the governor to assure that every young child in Michigan had a Great Start and arrived to kindergarten healthy and ready to learn, and had parents who were committed to educational	The ECIC provides training and consultation to community leaders about what works to improve the health, development and learning of young children. The ECIC seeks to bring together	ECIC has an independent Board of Directors, composed of leaders from state government, philanthropy, business, community and early childhood organization, healthcare, and communities	<ul style="list-style-type: none"> - \$15 million in CCDF Block Grant funds to administer quality improvement. - In FY 2007 \$6.5 M grant from Kellogg, leveraged by \$1 M from School Aid Fund - FY 2008 additional 	Provide grants to build community capacity and fund Great Start Collaboratives. Develop and disseminate knowledge through early childhood research.	Each Great Start Collaborative has a contract with the ECIC that specifies performance measures. ECIC sets expectations,

State	Background	Focus	Governance & Authorizing Vehicle	Funding	Activities	Evaluation
	<p>achievement. ECIC brought together leaders from the state to advocate on behalf of young children. ECIC leverages and invests public and private dollars.</p> <p>The ECIC provides funds for community leaders to work together, as members of Great Start Collaboratives, to create the kind of helpful info, services and resources that parents want and need.</p>	<p>information about child, family and community needs, and to educate and advocate for policy changes that assure the most efficient and effective use of all financial resources.</p> <ul style="list-style-type: none"> - Promoting knowledge development through early childhood research - Conducting public education and building public will - Increasing public and private investment <p>Funding and supporting Great Start Collaborates</p>	<p>Intermediate School Districts serve as conveners for each Great Start Collaborative and work to bring together stakeholders.</p> <p>Currently there are 21 Great Start Collaboratives. Each Great Start Collaborative must create and support a parent coalition.</p>	<p>\$750,00 from School Aid Fund and \$2.7 million grant to fund Great Start collaborative in SE Michigan for capacity building</p> <ul style="list-style-type: none"> - Additional funding from NGA, Build Initiative, Smart Start National Technical Assistance Center 	<p>Increase public and private investment.</p> <p>Great Start program includes physical health, social and emotional health, family support and parenting education, early care and education, basic needs, economic security and child safety.</p>	<p>monitors performance measures, and establishes baseline data reports.</p> <p>ECIC also compiles economic outcome data.</p>
<p>NEBRASKA</p> <p>Nebraska Early Childhood Education Endowment</p> <p>www.earlychildhoodendowment.org</p>	<p>The Early Childhood Education Endowment to fund 0-3 services for at-risk children was established in statute in 2006.</p>	<p>Improving access to quality programming for at-risk children birth to three.</p>	<p>Board of Trustees administers the Endowment's grant allocation process. Board members are appointed by the governor. & include Commissioner of Education, Director of HHS, two early childhood professionals from rural and urban, two representatives of private investors.</p>	<p>Funding for the Early Childhood Education Endowment through the use of Education Land Trust Funds (used to fund public schools).</p> <p>The Endowment is funded with \$40 million from the state's permanent Education Lands Fund matched with \$20 million in private funds. Annual earnings of \$2 – \$3 million on this fund support two types of 0-3 grants: 1) quality enhancement and 2) access expansion. Earnings are merged into a cash fund that supports competitive grants to local school districts and community based partners.</p>	<p>Endowment competitive grants will be awarded to school districts to partner with local agencies or programs for children birth to three.</p>	<p>Endowment set aside 5% of annual earnings for evaluation of grant services.</p>

<p>NORTH CAROLINA</p> <p>North Carolina Smart Start: The North Carolina Partnership for Children, Inc.</p> <p>http://www.smartstart-nc.org/</p> <p>Gerry Cobb, National Technical Assistance Center (919)-821-9540</p>	<p>North Carolina Partnership for Children (NCPC) established in 1993 to provide state oversight in development and implementation of Smart Start. NCPC also provides technical assistance and oversight to local partnerships to strengthen quality of care, increase access, provide health services, and family support.</p>	<p>Comprehensive Early Childhood System</p> <p>State goals:</p> <ul style="list-style-type: none"> - Provide accountability and building local capacity - Lead the development of statewide early childhood system - Educate and mobilize public - Advocate for and secure government and private resources - Operate efficiently and effectively while being responsive to change and customer service oriented - Provide national leadership in early childhood education 	<p>Smart Start is a public-private initiative that provides early education funding to state counties. Funds are administered at the local level through local nonprofit organizations called Local Partnerships.</p> <p>Currently there are 77 Local Partnerships.</p> <p>NCPC services at the local level range depending on local needs.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> - \$205.5 million in state funds - Corporate funding - Foundation funding - Local donations <p>Smart Start has raised more than \$257 million in donations since it began.</p> <p>Dispersal of funds to local partnerships:</p> <ul style="list-style-type: none"> - 70% for child care-related activities of which - 30% goes to child care expansion of subsidies - Administrative costs maximum of 8% of total statewide allocation and are determined by the NCPC 	<p>Programs for children 0-5 vary by locality. Programs include: CC subsidies, higher subsidies for higher quality child care, More at Four Pre-K, quality enhancement programs, access to health programs, CC health consultants, dental programs, parent resource programs, home visiting programs, and child care resource and referral services.</p>	<p>Smart Start Evaluation Team at the Frank Porter Graham Child Development Institute at UNC-Chapel Hill</p> <p>Annual performance goals are set for every partnership. If goals not met funding may be redirected or withheld.</p>
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<p>OKLAHOMA Early Childhood Pilot Program</p> <p>www.oklahomachildtrust.org</p> <p>(405)-236-5437 x103</p>	<p>The state works closely with private and public leaders in championing early childhood education. OK has used the public education system as a vehicle to maximize available public and private resources to pursue high quality care standards. In 2006 the Early Childhood Pilot Program was established through private funding and with public support to create early education programs for at-risk children zero-four.</p>	<p>Oklahoma Pilot Early Childhood program helps children from birth to 5 develop the emotional, cognitive, physical and social skills that lead to life-long learning.</p> <p>Sought to create a replicable model for at-risk children under four that would offer family support, intervening services, early education, health care, and mental health care.</p> <p>All pilot sites meet key Early HS performance standards and employ lead teachers with bachelor's degrees and training in infant-toddler care and education.</p>	<p>Department of Education oversees universal prekindergarten programs and other early childhood programs. DOE in charge of competitive grant process for determining the awardees of pilot program. Tulsa Community Action Project, Smart Start Oklahoma, and Oklahoma Partnership for School Readiness were selected to provide coordination and assistance.</p>	<ul style="list-style-type: none"> - In 2007: \$10 million in state funds to match \$15 million from private sector - Communities awarded sub-grant for the pilot program must demonstrate private funding from within their communities to be selected for program participation 	<p>Create and expand slots for infants and children up to four for low-income families.</p> <p>Building on existing efforts:</p> <ul style="list-style-type: none"> - Reach for the Stars - Universal pre-K - Children First - Child guidance for all Health Departments 	<p>Early Childhood Pilot Program must undergo annual program evaluation.</p>
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<p>SOUTH CAROLINA</p> <p>South Carolina First Steps to School Readiness</p> <p>www.scfirststeps.org</p> <p>lststeps@sde.state.sc.us</p> <p>(803)-734-0391</p>	<p>Legislature signed First Steps to School Readiness in 1999 to help improve school readiness outcomes. Established as a 501(c)3 to mobilize private partners. This program was modeled after the North Carolina Smart Start Initiative.</p>	<p>Comprehensive early childhood initiative including efficient coordination of existing services and the establishment of new services.</p> <p>Program areas include:</p> <ul style="list-style-type: none"> - Family strengthening - Health - Quality child care - Early education - School transition 	<p>Board of trustees established. Governor serves as State board chair and superintendent of Education serves as voting member of board. 20 other members represent parents, business, community, EC educators, medical providers, members of General Assembly, and directors of state departments. Every county has a partnership board that identifies needs and collaborates with providers to fill service gaps.</p>	<p>Currently: 70% state funds and 30% federal and private funds and in-kind donations.</p> <p>In 2007, \$20.3 million base state funding for First Steps, \$ 11.85 million for PreK expansion and other services.</p> <p>Required 15% match from other funds.</p> <p>Funds allocated to counties based on demographic information.</p>	<p>Family strengthening</p> <ul style="list-style-type: none"> - Home-based parent education - Parent mentoring <p>Health</p> <ul style="list-style-type: none"> - Child health screenings - Health education <p>Quality child care</p> <ul style="list-style-type: none"> - Nurse home visitation - Increase access - On-site technical assistance - Quality enhancement grants <p>Professional development</p> <p>Early education</p> <ul style="list-style-type: none"> - Expand access in public and private settings <p>School transition</p> <ul style="list-style-type: none"> - K teachers make 7 visits to student homes in summer to share tips with parents - Parents and kids introduced to classroom materials - Families can visit classroom before school start 	<p>Evaluations take place every three years with an outside evaluator.</p> <p>First evaluation focused on whether the initiative was targeting the correct issues and people. Second evaluation evaluated if the program was on the right track.</p> <p>Results from the first evaluation showed that First Steps accurately targeted key issues in the state. The second evaluation showed that the needs of the most at-risk children were being addressed. There was an improvement in academic achievement of 4 year old program participants by kindergarten, and an improvement in program quality.</p>
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<p>VERMONT Building Bright Futures</p> <p>www.buildingbrightfutures.org</p> <p>www.ahs.state.vt.us/earlychildhood/steering.htm</p> <p>(802)-241-2705</p>	<p>Early Childhood Steering Committee serves as a coordinating and oversight structure for the Vermont Early Childhood Work Group: a consortium of agencies, organizations, programs, and individuals.</p> <p>Building Bright Futures established by Executive Order in 2006.</p>	<p>Build a system of coordinated and integrated services and funding with the goal of improving quality, affordability and access to early education and health resources for families with children less than six years of age.</p> <p>Seek to advise departments on policy development and advance the early childhood issues with governor.</p> <p>Establish multiple private and public funding streams.</p>	<p>19 member state council composed of parents, business leaders, community members, private-sector providers, and state government decision makers. Council advises Governor on status and needs of children.</p> <p>There are 12 regional directors that are supervised by the executive director of Building Bright Futures. They engage in coordinating programs and assessing community needs.</p>	<ul style="list-style-type: none"> - \$100,000 state appropriate and state and federal resources - \$200,000 in foundation funding - In-kind support from state 	<ul style="list-style-type: none"> - Collaborate with service providers to fill gaps in service delivery - Provide prenatal screenings, developmental screenings, and early intervention consultation - Provide all children with access to high quality early care - Support families, provide for basic needs, and give parents access to training and resources 	<p>At the regional and state level, short term success measured by tracking performance measures determined by regional action plans. Long term success will be measured by improvement or reversal of poor trend in the data.</p> <p>Building Bright Futures will also evaluate the state and regional systems through the use of outside consultants.</p>
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State	Background	Focus	Governance & Authorizing Vehicle	Funding	Activities	Evaluation
<p>WASHINGTON</p> <p>Thrive by Five: The Washington Early Learning Fund</p> <p>www.thrivebyfivewa.org</p>	<p>In 2005, state legislature created Washington Learns, a commission charged with exploring the improvements necessary for the early learning. The efforts resulted in a framework for strengthening the state's ability to offer quality education to its youngest children. Washington Learns also spearheaded the creation of a cabinet-level Department of Early Learning to better coordinate programs. This department is in charge of licensing, state-funded pre-school programs, quality initiatives, child care subsidy policy, early learning initiatives, and Head Start. Increased awareness for early childhood culminated with the establishment of Thrive by Five, a partnership dedicated to early learning improvement for all children 0-5. Thrive by Five works with parents, government, businesses, communities, philanthropic organization, and early learning professionals to develop a system for improving the quality of programs in the state.</p>	<p>Partner with parents, government, businesses, communities, philanthropic organizations, and early learning professionals to develop a sustainable system for statewide early learning improvement.</p>	<p>Thrive by Five is governed by a Board of Directors that represent funding partners and policymakers. State is a member and contributes funds and expertise. Governor is a non-voting Board Co-Chair and is joined by the Director of the Department of Early Learning. Four voting state legislators (one from each caucus and house) serve on board.</p> <p>Thrive by Five was built upon the infrastructure of Early Care and Education Coalition.</p>	<ul style="list-style-type: none"> - FY 2008 budget is about \$13 million - Multiyear commitments secured ranging from 1 to 6 years - Development is working to increase base of 22 institutional donors and 3 individual donors 	<p>Thrive by Five working on the following activities:</p> <ul style="list-style-type: none"> - A parenting and community education camping - Support community investments to create coordinated network - Use model programs to help build understanding about what works for children and families to increase buy-in across state - Strengthen statewide infrastructure to increase effective delivery of services 	<p>Bill & Melinda Gates Foundation has contracted with Mathematica Policy Research and the University of Washington to conduct a long-term evaluation of the effects Thrive communities.</p>

APPENDIX D:

MINNESOTA EARLY LEARNING FOUNDATION:

The Minnesota Early Learning Foundation (MELF) was created through a partnership of foundation, corporate and civic leaders in 2005. It was established to address growing concerns about the lack of school readiness among many children entering kindergarten. Among the initiatives funded by MELF:

- Parent Awareness: This is a quality rating system that uses standardized, evidence-based measures to rate the quality of early learning programs; provides support to providers; is accessible to parents for selecting quality programs for their children and has gained legislative support.
- Early Childhood Scholarship Program: This program is a pilot of the market-driven approach developed by Art Rolnick and Rob Grunewald from the Federal Reserve Bank of Minneapolis. The program serves 515 children in low-income families and was designed to include both a parent mentoring and a scholarship component.
- Community Initiatives and Innovation Grants: MELF has supported and evaluated a diverse variety of initiatives and programs in a number of communities, all with the goal of building better knowledge about which strategies are cost-effective in improving school readiness.

Corporate and Foundation Contributors to MELF:

a full list of donors, including individual donors, is available at www.melf.us

3M Foundation · Allina Hospitals and Clinics · Best Buy Company · Blue Cross Blue Shield of MN Foundation · Buuck Family Foundation · Cargill Foundation/Cargill Inc. · Ecolab Foundation · Emma B. Howe Memorial Foundation (The Minneapolis Foundation) · Flint Hills Resources · General Mills Foundation · Graco Foundation · Greater Twin Cities United Way · Health Partners · Hubbard Broadcasting Foundation · Jack and Bessie Fiterman Foundation · Krisbin Foundation · McKnight Foundation · Medtronic Foundation · Opus Foundation · Robins, Kaplan, Miller & Ciresi Foundation for Children (The Minneapolis Foundation) · The Rosen Family Foundation · Roseville Rotary · Saint Paul Foundation (Mulcahy Family Fund) · SuperValu Foundation · Taylor Foundation · Thrivent Financial for Lutherans Foundation · UnitedHealth Group · US Bank/US Bancorp

APPENDIX E:

YOUNGSTAR REGIONAL MAP:

